MAY 11 1934

JOURNAL OF EDUCATION

PERIODICAL ROOM
GENERAL LIBRARY

MAY 7, 1934

The Twentieth Century Teacher

A. R. BRUBACHER

A Character Education Program — R. L. HUNT
Getting Parents to Co-operate — GARRY C. MYERS
Health for Today and Tomorrow — JOHN P. SULLIVAN
Confessions—*a prize story* — ESTHER CHAPMAN ROBB
Schools of Belgium and France — J. ASBURY PITMAN

News OF THE SCHOOL WORLD
PROBLEM BOX EDITORIALS PERSONALITIES BOOK TABLE

• PUBLISHED TWICE A MONTH FOR THE •
DIRECTORS AND TEACHERS OF AMERICA'S SCHOOLS

BOSTON VOL. CXVII, NO. 9 20 CENTS A COPY

A New Pupil-Activity Textbook

The Lennes Essentials of Arithmetic

LENNES AND TRAVER

Grades 3-8

Textbook with Workbook Features

A COMPLETE COURSE — Material in each book is sufficient for a complete course in arithmetic for the grade. No other textbook or workbook is required. All necessary instruction material and oral practice is presented in the inner margins. On the exercise portion of the page is given abundant material for written practice.

PLAN AND ORGANIZATION — Practice in fundamentals has been distributed on the basis of the latest findings concerning the difficulty of learning. Practically half of each book is given to the activity of problem solving. The tests included have been carefully standardized.

Books for Grades Three and Four now ready. List price $.44. Write for further information.

LAIDLAW BROTHERS

320 East 21st St., Chicago — 36 West 24th St., New York

133 First St., San Francisco

HYGIENE AND HOME NURSING

By Louisa C. Lippitt
Edited by John W. Ritchie

This constructive program of health for girls and young women gives understanding of the essential principles of personal and community hygiene and concrete guidance in handling special problems and emergencies of the home.

It is adapted for classes in hygiene and home nursing in high schools and colleges.

Send for description

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon St., Boston — 2126 Prairie Ave., Chicago
Atlanta — Dallas — San Francisco — Portland

A Modern Science Program

I

CRAIG

PATHWAYS IN SCIENCE

Six attractive books, with accompanying teachers' manuals, provide a skillfully organized and integrated program for the grades that meets fully the requirements of modern courses of study in elementary science. Circular No. 695.

II

POWERS-NEUNER-BRUNER

SURVEY OF SCIENCE

A new three-book series makes the science course in the junior high school an integral part of the modern elementary-secondary science program, thus meeting the specific recommendations of the Thirty-First Yearbook. Circular No. 666.

GINN AND COMPANY

Boston — New York — Chicago — Atlanta
Dallas — Columbus — San Francisco

A NEW text for the senior high-school course in introductory sociology (including specific problems), or for the course in problems of American Democracy.

A NEW approach to the key problems through a study of human nature.

Gavian, Gray, & Groves

OUR CHANGING SOCIAL ORDER:

An Introduction to Sociology

Send to our nearest office for your copy of the

SERVICE SUPPLEMENT TO

Hamm, Bourne, & Benton's

A UNIT HISTORY OF THE UNITED STATES

(December, 1932—April, 1934)

Presents the New Deal in a nutshell

D. C. HEATH & COMPANY

Boston, New York, Chicago
Atlanta, San Francisco, Dallas, London

JOURNAL OF EDUCATION

Established 1875. Edited from 1886 to 1933 by

ALBERT E. WINSHIP

ANSON W. BELDING, *Editor*

ISOBEL R. LAY, *Managing Editor*

Contributing Editors:

AUGUSTUS O. THOMAS GARRY C. MYERS

New York Representative:

ANGUS ADLEY, 227 West 45th Street, New York City

Table of Contents

MAY 7, 1934

THE TWENTIETH CENTURY TEACHER 237
By A. R. Brubacher

A CHARACTER EDUCATION PROGRAM 238
By R. L. Hunt

GETTING PARENTS TO CO-OPERATE 240
By Garry Cleveland Myers

HEALTH FOR TODAY AND TOMORROW 242
By John P. Sullivan

CONFESSIONS (Another Prize Story) 243
By Esther Chapman Robb

GLIMPSES OF EUROPEAN SCHOOLS 245
By J. Asbury Pitman

THE PROBLEM BOX 247
By Augustus O. Thomas

EDITORIALS:—
Faith in Education 250
Extra-Mural Education 250
Freedom and Fraternity 250

EMINENT EDUCATORS 251

BOOK TABLE 252

NEWS OF THE SCHOOL WORLD 253-260

GRINS BETWEEN GRINDS 262

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

Fellow Searchers..

Again in these pages we engage together in our search for hidden treasures. That these treasures are of the mind and spirit rather than of pirates' gold, does not detract from the exhilaration of the quest. How can our work in the schools be made to yield the best results in the lives of boys and girls and in the civilization yet to be achieved? That is the vital question to which we seek persistently the answer.

•

First, with President Brubacher of the State Teachers' College at Albany holding the torch, we examine "The Twentieth Century Teacher." Well equipped with techniques, we find this modern teacher—yet lacking something. More about that "something" in the conclusion of Dr. Brubacher's paper, May 21.

•

Over in Madison, South Dakota, Superintendent Hunt went hunting for a workable program of character education. He tells of his adventure and success in "A Character Education Program."

Dr. Myers sheds important light on "Getting Parents to Co-operate." Dr. John P. Sullivan of our own city's school department discusses "Health for Today and Tomorrow."

The story, "Confessions," is one of the most entertaining of the prize-winning seven. It starts us thinking about those occasional courtroom scenes in school, and the possibilities they hold of injury.

•

We can look abroad with Dr. Pitman at "Schools of Belgium and France." We may consider everyday situations with Dr. Thomas in "The Problem Box."

•

In the articles, the editorials, the "Eminent Educators," "Book Table," and in "News of the School World," are many more clues to the whereabouts of hidden treasures.

Why not ask others to join the search by becoming readers of this magazine?

•

Coming articles will treat of: "Who Is Cultured?", "Handwriting to Be **Read**," "The Speaking Voice," and other matters. The quest is fascinating and endless.

The Basis of the Social Studies

OUR WORLD AND OURSELVES

OUR NEIGHBORS NEAR AND FAR (Carpenter)	$0.96
MY GEOGRAPHY WORKBOOK	.24
OUR HOME STATE AND CONTINENT (Brigham and McFarlane)	1.32
OUR CONTINENTAL NEIGHBORS (Brigham and McFarlane)	1.52
HOW THE WORLD LIVES AND WORKS (Brigham and McFarlane)	1.52

This new series embodies the new spirit and objectives of geography teaching as demanded by the most progressive courses of study. It stresses the visualization of regions and the geographic relationship of sections.

Geography is here correlated with history and other kindred studies wherever it will advantageously broaden the pupil's vision. In all these books the study of geography is enriched and closely related to the life of the world.

THE WESTWARD MARCH OF MAN

OUR BEGINNINGS IN THE PAST (Knowlton and Gerson)	$0.76
OUR PAST IN WESTERN EUROPE (Knowlton and Wheeler)	.92
WHEN WE WERE COLONIES (Knowlton and Gill)	1.12
SINCE WE BECAME A NATION (Knowlton and Harden)	1.68

These four books blaze a new trail in history teaching. By developing from the first the conception that history is a single great adventure —a never ending movement of mankind—they lead children to an understanding of the ever changing social order in which they live. The two introductory texts provide a background showing the development of civilization from primitive man down through the centuries to the discoverers and explorers of the Western Hemisphere. The final books are devoted to the history of this country.

AMERICAN BOOK COMPANY

New York **Cincinnati** **Chicago** **Boston** **Atlanta** **San Francisco**

JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

Volume CXVII | Boston, May 7, 1934 | Number 9

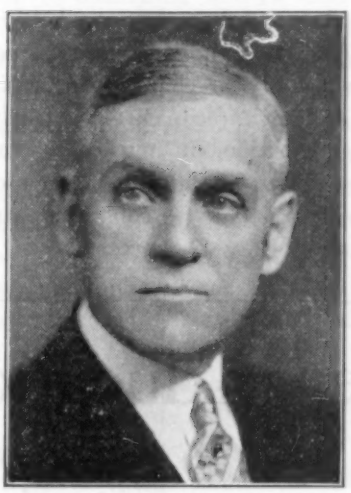
The Twentieth Century Teacher

By A. R. BRUBACHER

President, New York State College for Teachers
Albany

The teacher of the 'nineties would stand bewildered before the devices available to the teacher of today.

THE only background against which I can view the Twentieth Century Teacher is my own educational experience just preceding and following the turn of the century. There is no absolute standard by which to measure his professional stature, no purely objective norm by which to determine his intellectual quality, no unit of value by which to rate his spiritual and cultural endowments; no professional unities by which to determine his place in the educational experience of modern times. My own judgments are of necessity subjective and personal. No one has yet successfully defined the good teacher except in such personal and subjective terms. Every analysis of the teaching activity is superficial and unworthy of full professional respect. Teaching technics or mechanics yield readily to the analyst who counts and classifies physical motions and material things; but the spiritual power by which the learner is stimulated to inquire, to strive after inner change, to achieve personal growth in grace and power, to endeavor consciously to realize for himself that fuller and more perfect life which is self-education—that spiritual power of the teacher to beget in his pupil a zeal for knowledge and



A. R. BRUBACHER

culture and wisdom and intellectual refinement, continues to defy the professional job-analyst.

The Twentieth Century teacher is a new creature in the technical and mechanical aspects of his work. We may confidently and boldly, even proudly, speak of his technical expertness. The last thirty years have witnessed notable progress in teaching technics and in our knowledge of child development.

The learning process is better understood and the child's mental and physical growth are now more intelligently related to his social and cultural environment than formerly. We have developed clinical technics by which the child's intellectual achievements are measured and interpreted in terms of his family and general social background. In the same way his social behavior is analyzed to discover inherited inhibitions and immediate social restraints that interfere with his educational growth and activities. The nursery school has become an educational clinic that has important implications for every period of subsequent educational effort. These technics, resting as they do on the foundations laid by such men as Froebel and Pestalozzi and Binet and Simon, have gone far beyond the achievements of the profession prior to 1900. The Twentieth Century teacher came into a good inheritance in child psychology, but he has made measurable progress in his own right and deserves high rank as a student of child development and in the practical application of his knowledge to the problems of human behavior.

The teaching process, viewed as a professional procedure, has adopted the scientific method and in so doing has too often detached itself from the learning process. That is, the Twentieth Century teacher has become so expert in his use of the technics of instruction that he disregards the pupil's voluntary effort to learn. By his skill the teacher

so organizes the materials of instruction that he *teaches* the child even against the child's will. A situation has thus arisen in which teaching skill seems more important than learning power or desire. The teacher is tempted to exaggerate the value of his skill of instruction and unconsciously neglects or even willfully disregards the *a priori* condition of the child's mental readiness and willingness to learn by his own inner urge.

These teaching skills which sharply distinguish the Twentieth Century teacher from his predecessors are today a considerable body of professional theory and practice.

Teachers of the Nineteenth Century would not, could not qualify under present standards of practice. For example, (a) educational measurements and the statistical materials growing out of them would be incomprehensible to the teachers of the '90's and earlier. Here is a technic that would be to them devastatingly new and abstruse. (b) The new types of tests and examinations are revolutionary in theory. (c) The socialized recitation which relegates the teacher into the background and brings pupil initiative to the fore is a modern device in classroom management. (d) Pupil initiative and self-motivation is an innovation in discipline. (e) Pupil control and responsibility has displaced teacher regimentation. (f) Method in the organization and presentation of the materials of instruction has become more and more responsive to the teachings of modern psychology. (g) The classroom tactics by which the teacher controls large pupil groups, more and more reflect the teacher's knowledge of the psychology of human behavior. (h) The pupil's creative urge is reflected in changes in various teaching technics—in teaching composition, in music, in handwork, in social and recreational activities, in the conscious stimulation of self-expression.

In all of these technics the Twentieth Century teacher is a new professional being, a pleasant and happy contrast to the teacher of earlier periods who assigned lessons, heard recitations, trained the pupil's memory and trusted to luck for desirable by-products which are now regarded as the first and indispensable fruits of the educational process. Teachers now take intelligence for granted, knowing they cannot create it nor appreciably increase it by training. The Twentieth Century teacher seeks after social responsiveness, moral sensitiveness, intellectual preparedness. As we round out the first third of the century we believe we have our professional eyes on the right objectives and that we have acquired a marvelous technic of instruction. Nevertheless every competent teacher is aware that we still fail miserably in our endeavors and fall short of the attainment of our educational ideals.

(To Be Concluded May 21)

A Character Education Program

By R. L. HUNT
Superintendent, Madison, South Dakota

Data gathered from 138 sources led to this plan which has made teachers character-conscious and aided pupils.

IF character education is as important a school function as the vast amount of literature that has appeared in recent years would indicate, there must be a need for definite data on this subject in the curriculum. The need is not the type of curriculum that necessitates an elaborate test and measurement department, but practical material that may be used by the classroom teacher.

In order to determine the current educational trend in the field of character education, the writer made an analysis of a limited amount of literature. As the objective was that of preparing a practical character education curriculum for a public school system, the analysis was limited to the aims, content units, and measurement. The data were compiled from 138 sources, including a difficulty analysis of 5,763 pupils for an entire year, teachers college curriculums, state and city courses of study, sets of reference books, theoretical books, magazine articles, and a number of recent general books and studies on this subject.

The material thus collected was assembled in bulletin form, and placed in the schools of Madison, South Dakota, in the fall of 1930. After two years it was revised, and a second revision is being made for use in the fall of 1934.

Aims.—The aims of character education are not clearly stated in the literature. However, the important objectives seem to be as follows: (a) Developing the individual so that he may become an active and worthwhile member of society; (b) developing the ability and desire to make sound moral judgments; (c) developing a realization of the fundamental law of penalties for vices, and rewards for virtues; (d) developing a knowledge of, and a willingness to accept the ideals of the better class of people; and (e) correcting false notions and ideals.

Traits.—The general plan of organizing the content units

around specific traits, to be developed through the trait situations, was found in the literature analyzed. Any attempt to summarize traits is difficult because of the lack of a standard nomenclature. Overlapping is not only found in grouping traits from several sources, but in single lists.

The situation through which the trait is developed, with the objective of making it the ideal of the pupil, is the important factor in a character education program. Perhaps a limited number of fundamental traits that characterize the good citizen cannot be made, but a list of those traits that are most generally considered as fundamental may be compiled. The important use to be made of any list of traits, together with the situations for developing them, is that of making an individual analysis of each pupil. Thus the teacher may know the pupil's needs, or lacking traits, and place the emphasis where it is needed.

•

The plan of organizing a character education program around specific traits does not limit the teacher to any particular method. Neither does it imply that the school activity is to centre around a "code memory" project. The mathematics curriculum is organized around units including the fundamental processes, not merely to teach the pupil how to add, subtract, multiply, and divide that he may know these operations in an abstract way, but that he may apply them in practical problems. Traits are not used as units of instruction to enable the pupil to know the abstract terms, but as the material for the teacher to use in providing or using natural situations in order that the pupil may have wide experiences in meeting and solving problems that involve moral behavior, decisions, and judgments. In other words, traits are the abstract terms through which the teacher sets up the character education program in order to bring about life situations and experiences that will remove the abstractness of the trait and establish an ideal.

Measurement.—Much has been written in recent years about measurement in character. Extreme viewpoints both in favor of and against the probabilities and possibilities of measuring character have been expressed by equally recognized authorities. However, measurement of character is a misnomer, as it is the individual's reaction to certain situations that is measured, or judged. To say that the amount of honesty one possesses can be measured sounds rather fantastic. Punctuality, a more specific trait, can be measured by tangible data. Such traits as speed and accuracy may be measured with a degree of certainty. If subjective data are accepted, as is the common practice where personalities are involved, there should be a place in the character education curriculum for measurement. The literature analyzed presented several elaborate methods for tests and mueasurements, but the trait measuring scale was the only one that seemed practical for the school system where most of the work must be done by the classroom teacher.

Bulletin to Teachers.—The character education bulletin used in the Madison city schools contains the following material: (a) Definition; (b) the aims; (c) suggestions for making the program; (d) aids in presenting the material; (e) content units; and (f) measurement and check-up.

Character education is defined as that part of the school program which attempts to present the most desirable traits, through the trait situations, to the pupils in a way that these traits may become ideals, and characteristics of the individuals.

The aims of character education as summarized from the literature are listed. They include a total of twelve objectives.

The suggestions for making the program give a few principles and philosophies in character education curriculum making, and emphasize the danger of making it a "code memory" project.

The aids in presenting the program suggest the possibilities in the regular curricular work, the extra-curricular activities, and the Young Citizens League (a state organization).

The content units include a list of traits (15 "family groups" the first two years, 1930-32, and 8 groups in the revised material) with suggested situations for developing each trait.

Rating Scales.—The measurement or check-up section provides a trait measuring scale. The teachers rate the pupils at the close of the third and ninth month of the school year. Ratings are based on the pupils' reaction to each of the eight groups of traits according to the following gradations: seldom, sometimes, half and half, nearly always, and always. These classifications have been arbitrarily given scores of 1 to 5. This eliminates the use of percentages, but enables the teacher to classify each pupil according to his weaknesses. The main purpose of the rating scale is to provide a personal analysis sheet for each pupil, and not to make comparison between pupils and groups.

Definite improvement in punctuality has been shown in the tardy record of the schools since the character education curriculum was made a part of the school program in 1930. The high school tardy record has been reduced from an average of 4.33 per pupil per year to .96. The elementary schools have reduced the averages from 1.26 to .31.

•

Subjective data show similar improvements in the other traits that have been emphasized. Many comparative tables have been made for each group and school. However, the important factor of emphasizing the individual needs of the pupil has not been overlooked.

Summary.—This practical plan of including character education

in the regular school curriculum is recommended for the following reasons: (a) It provides a relatively definite curriculum for the teacher, and makes her conscious of the importance of character education; (b) it provides a list of the generally accepted traits that the good citizen should have, and the situations for developing each one (supplemented by natural situations as they arise); (c) it provides a plan whereby the teacher makes a personal analysis of each pupil, and thus makes each pupil an individuality rather than merely a member of the group; (d) it provides comparative data (even though subjective) for each pupil, group, and school; and (e) it assists in making a better balanced program in that the needs of each pupil and group are known to the teacher, and emphasis in instruction is made according to these needs.

Getting Parents to Co-operate

Ninth in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

WHETHER you are a teacher in a one-room school, a principal, a supervisor or a superintendent, you are eager to have the greatest co-operation possible from the parents of the children in your school or schools.

Co-operation is a fifty-fifty proposition. Some school people seem to think it means that parents shall always cheerfully do what they are told, and an occasional parent, on the other hand, acts as if he were entitled to command the school.

A certain very earnest and industrious elementary principal once showed me a mimeographed note she had sent by her children to their homes. She gave it to me with the apparent expectation that I would say: "That's excellent." It read something like this:—

"Dear parents: I am writing this note to urge you to co-operate more fully with the school. It is a privilege you have to co-operate with us and we expect the best of you."

While in her office I heard her call up several parents on the telephone, commanding them to come to school to talk with her about their children, and when some parents called while I was there she talked to them as if they were children, too.

GARRY C. MYERS

She was not a representative principal, but I have a notion that many principals and many teachers unwittingly take a rather lordly attitude toward parents, with suggestions in their voice and manner that the parents are inferior. A good many parents of more than average intelligence, from different parts of the United States, have in the past few years told me of this attitude of school people toward them.

Unfortunately, few parents go to the school unless they go to complain about something. Hence parents in general do not have a very good reputation with teachers and principals, and the more sensible parents are sometimes ill-treated, causing the school to be in bad repute with some such parents.

Everyone likes to feel he is somebody. No one cares to be treated as if he were very inferior. Nor does anybody wish to appear a tool for furthering another's job.

Whether a teacher, a principal, or a superintendent, you don't get co-operation by ordering it as an army sergeant commands a soldier. Human beings are by nature independent. All of us resent encroachment upon our personal rights. Parents generally consider themselves fit to manage their family affairs regardless of the facts. The school can lead parents to *want* help, but when the school attempts to boss the parents they demur.

The school does have certain authority in relation to the child; but the less obvious the exercise of that authority the better for the school and home, and the more certain will be co-operation between parents and the school.

The wise teacher or principal wins co-operation, makes the parents want to do the most possible to further the success of their children in school. Such school authorities are, therefore, salesmen, creating wholesome wishes in parents and pupils.

•

Parents co-operate with the school when they find pleasure in doing so, when they see advan-

tages to them and to their family. Don't, therefore, even suggest to parents to do or not to do anything just because you wish it or demand it. Make co-operation so attractive that it will be their wholehearted choice. Thank them for their help and backing; rarely ask for it.

In the course of a year I speak before a good many hundred parents—and as a school man and a parent myself I often attempt to show parents the advantages to themselves in cultivating good habits and attitudes in the home which will further the child's success in school. But I have learned that they are not interested in being preached to or told that they *ought* to co-operate. (*"Ought"* is a bad word anyway). They will grow enthusiastic if they are led to see what they can gain, how they can get more in return for their taxes by working hand in hand with the school.

•

With this in mind I wrote, several years ago, at the request of the U. S. Commissioner of Education, a series of twelve letters to parents on "Helping Our Children Suceed in School." All these letters, no longer available from the Office of Education, may be had at cost by sending fifteen cents to Cleveland College, Cleveland, Ohio. Being public property any one may mimeograph or reprint them, without profit. A number of principals are doing so.

Such topics as the following are discussed: Beginning with the baby, teaching courage, training the child emotionally, constructive parenthood, the morning grouch, handing in school work on time, training in following directions and commands, not repeating commands, the dawdler, the losing and forgetting habit, teaching the child respect for property, home duties for children, home work, when the grades come home, when our children complain about the teacher and the school, when parents go to see the teacher, boosting the health program of the school, our children's reading, family recreation, teaching truthfulness at home, when the child lies, teaching honesty in the home, improving our profession as parents.

"Whether a teacher, a principal, or a superintendent, you don't get co-operation by ordering it as an army sergeant commands a soldier. Human beings are by nature independent."

Here are a few paragraphs from letter number 2:—

"The child who is 'dragged' to meals, and in from play, who habitually is tardy, is nagged off to school and off to bed, may be the kind of child who fails to hand in her home work on time at school, who goes to class without a tablet, who when the pupils are ready for a written exercise finds her pencil broken. She does not hear what the assignments are; when called upon in class she does not have the place in the book, she does not know what went before. Such a child makes the work harder for the teacher, annoying her beyond description. The child suffers, too. But she is the product of her habits; she does at school as she has been accustomed to do at home.

"A great many children fail to get on well in school because they have never learned to listen carefully to directions and commands. They may proudly take the attitude that they know and, therefore, need not be told or, like a colt, they may rush off to do before they know what it is they are to do. The latter attitude and habit trespass upon thinking habits. One of the greatest difficulties children have in solving verbal problems in arithmetic, for example, is that they start to work the problem before they have read it well enough to know what it is about. In the home we can attack this wasteful habit early. The lad of five is sent upstairs to get a brush. Several minutes later he returns inquiring: 'What was I to get?' When the command was given he rushed off without hearing all of it. He must go back upstairs, but the extra trouble hardly helps to cure him. Once having gone headlong he is more disposed to do so again. If you would help that child, proceed in this manner: Before he is allowed to go upstairs make him repeat to you exactly what you have commanded. Be sure you have the child's attention before you make a request or command. Upon the next opportunity exercise the child in a similar way, always having him repeat directions exactly before he is allowed to carry them out. As he succeeds each time express strong approval, celebrate success. When children of school age have this same habit of not hearing all of a command and of responding only to a part of it apply a similar remedy.

"Many children seem not to hear any part of a command. They acquire habits of heedlessness from having heard commands repeated frequently. They never figure on obeying the first command, or even the second or the third. They have ample opportunity to hear it by and by, for they are about as sure of its repetition as of the morrow's sunrise. Often habits of inattention are begun and exercised in early babyhood. Don't repeat commands. If you are not quite sure the child has heard a command calmly ask him to repeat it. Say nothing more.

"When the teacher is assigning the lesson for the following day she is only giving a series of commands. How can the child in school be expected to concentrate and get directions if, day by day, and week by week, at home he had been accustomed to day dreaming while directions or commands were being given?"

Health for Today and Tomorrow

By JOHN P. SULLIVAN
Supervisor of Health Education
Boston Public Schools

With machinery replacing manual toil, a new philosophy of physical training has become necessary.

INTEREST in health is as old as civilization. Military, sanitary, and personal needs have given impetus to this interest. Educators, too, have been concerned with health but more in theory than in fact. Since the World War, however, educators in the United States have attempted to realize a program of education in healthy living through health education. The teachings of educational philosophers, the startling condition of the physical status of American manhood during the war, objective evidence as gained from a study of vital statistics, and the failure of previous agencies to satisfy wholly the objectives of education or child nature are, in the main, accountable for this interest of educators in health education.

Educational surveys, which have been widespread, have invariably recommended health education programs with supervisors to guide the program. The development of health teaching has proceeded in the direction of tentative outlines or courses of study. Publication of health textbooks has followed this interest with a number of prominent health series. In addition to this sound beginning, investigation shows that most educators are groping for the best solution of the program from the standpoint of organization and administration.

Suggested programs of health education have been proposed which fit the average needs of school systems. In addition, special attention has been given to workable courses of study for junior and senior high schools.

How can we best continue to advance soundly on the basis of this intensive study, research and definite experience? The answer to this problem is an effective philosophy of health education based on the nature and the needs of the child.

One of the important factors which prompts the necessity of a philosophy of guidance is the rapid change of environment. This rapid change tends to upset life's equilibrium. Within the short space of three decades man has increased his traveling speed to a maximum of three hundred miles per hour or as fast as the flight of a cannon ball in 1860. Mechanical society is going ahead unbelievably fast. It is apparent that we have placed our material future in the hands of the machine. As society becomes increasingly complex the roles of the individuals composing such society will also become proportionately involved. The sane solution would appear to be the harnessing of the machine under the conscious control of our own human mechanism. But can the human being adjust itself quickly enough to keep up? Do we need a human efficiency to keep pace with the mechanical efficiency? It is at this starting point of human efficiency that health education may have at least a small part to play.

Furthermore, this mechanical efficiency through technological improvement has given rise to other human problems. Division of labor and scientific efficiency have reduced the necessity for human effort. Leisure bids fair to become vital in social progress. Health education must therefore consider what men do with their leisure. The health education program must concern itself with the development of activities which can be carried into adult life.

For the future, academic knowledge does not seem the only vital element needed for human welfare. Health education must teach how to live. It must be concerned with teaching the individual to adjust himself to the changing modes of living. Planning for the use of leisure, for example, is essential to make up for the nervous outlay demanded by present existence and to counterbalance the inertia of the mechanical operations in industry. This planning can be no more effectively realized than through the health education program.

The nature and needs of the child must also be considered by educators in terms of what the school environment must do to meet these problems. Compulsory education, for example, which is annually raising the age level, carries with it the responsibility for the general well-being of the child. This responsibility may be carried through the school year in a regular program and at the close of the school year into summer health activities. Child delinquency dropped twenty-four per cent. in certain cities when organized health activities were established. In view of these facts summer school health camps for children of grammar grades who have no place to play but the streets would be an actual saving of money, a saving in human lives, a saving in expenses of juvenile courts and reform schools. Health education cannot proceed without making its point of departure the nature and the needs of childhood.

The necessity for a better prepared personnel to meet the

needs of the child in a more complex civilization should be clear. One can visualize the school physician and nurses as the health educators of the future. They will realize the true objectives of preventive medicine by following the child through school life and actually preventing unnecessary physical retardation. The child's health history from birth through to completion of school life will be expertly charted on permanent records which will be on file for medical history reference.

It is evident that as the needs of the individual child change with the increasing complexity of highly industralized civilization, the health education program must be prepared to meet the newer problems. How effectively this adjustment is accomplished depends upon the soundness of the philosophy of guidance behind the program.

Another Prize Story

Confessions

By ESTHER CHAPMAN ROBB
Minneapolis, Minnesota

Awarded Third Prize in the Journal of Education's Short Story Contest

THE old Paul Revere School was about to be removed as a mole on the cheek of progress, and the last principal had sent out invitations in the modern manner, for all former pupils to attend a farewell gathering in the ancient building. Since I had gone to that school only in the lower grades, and that a long time ago, I had little hope of seeing anyone at the "re-union" whom I would remember or who would remember me. But I saw Willie Hooks, and after all the years between, learned the sequel to what had seemed only an isolated and rather puzzling schoolroom incident.

"Aren't you Willie Hooks? Weren't you in Miss Miller's room?" I had asked the tall, rangy man with the lock of hair standing straight up at his crown, and grinning boyishly, he had answered,

"Sure am! Bill Hooks. 'Willie' in those days. And what was your name?"

"Eunice Bronson."

"The little kid that hopped up and said she broke the lavatory? What did you do that for?"

"I'm not sure," I fumbled about in my memory. "It must have been the way Miss Meadows talked to us that day. Do you remember?"

That set us off, and we fell to rubbing alternately at the Lamp of Remembrance until we had invoked the Spirit of the Schoolroom in a day long past.

•

Miss Miller sat on a raised platform and wielded a pointer, her lower arms encased in brown paper armour, while above the pounding and hissing of the steam pipes her pupils sing-songed Stickney's Second Reader. To mild Miss Miller, to grim Miss Meadows, the principal, who watched with eagle eye from the eyrie of her office all our goings cut and comings in, to Mr. Joy, the sad janitor, who we thought was her husband, and doomed to dwell in the basement, Willie Hooks was a complete nuisance. It was a common sight to see "Hooksey," as his admirers called him, running like a rabbit from the yard with Mr. Joy in hot pursuit. At a safe distance the bad boy would wheel and make that insulting gesture which never fails to enrage the adult victim.

To the children, Willie was the focus of fascinated attention. A second before the bell was due to ring, he would slouch in, swinging his long arms insolently, and drop into his seat with a thud, leaving his legs thrust out in the aisle. At Miss Miller's command he would draw them under his desk with deliberation and retreat behind the barrier of his geography until there was visible only that stiff lock of hair as challenging as an Indian war-feather. He never knew any answers, and at the slightest stimulus his loud guffaw would shatter the serenity of the schoolroom. When Miss Miller could stand him no longer she would send him to Miss Meadows' office, where there was said to be a strap; some days he seemed to be going back and forth like a shuttle.

At the age of seven the ancient feminine urge was already upon me to reclaim the sinful male by deeds of kindness. On Valentine's Day I slipped a lacy, ten-cent creation into the box so that Willie Hooks might be spared the shame of garnering only a sheaf of horrible "comics." Then I regretted my outlay, convinced that so bad a boy could not care about Love and Beauty.

In Miss Miller's room was another unique character, called "Andrew." Andrew was a grown man, all of twenty-five, with the blackest moustache and the whitest teeth, and he had a round chair in the far corner of the room. Miss Miller told us that

he had come from Bohemia, and must learn to read and write a new language. He stumbled over even the easiest words, and when he tried to write, very slowly on the blackboard, the chalk in his big hand squeaked.

On this morning of our recollection, Miss Meadows loomed up in our doorway, looking severe in her one-color effect—taupe in lighter or darker tones, and frizzled hair, cold eyes, sallow complexion, high-necked dress.

"Rest position!" ordered Miss Miller, and we folded our hands instantly on the edges of our desks.

"Good morning, children," Miss Meadows answered our quaver, for we could tell that we were in for a very bad morning, indeed.

"A terrible thing has happened, children. The lavatory in the lower hall has been broken. By some one in this room! Who was it?"

There was no response, and after a long moment, her frozen voice went on: "Children, there is only one thing worse than doing wrong—that is, not confessing it."

How loud the big clock was ticking! Or was it the steam knocking in the radiator? Or was it the pounding of my heart?

"Some one in this room did it. I will keep the whole room in until that one confesses."

Oh, was she looking straight at me? My eyes focused on the thin circle of her lips forming a shocked "O!" at the enormity of a crime concealed. Some one! Yet no one confessing. The logic was plain—then, of course, it must be I. How? When? No matter. I must confess. I rose beside my seat and faltered,

"I did it." I bent my head to meet the storm, but there was only a silence, and then the changed voice of Miss Meadows stammering uncertainly.

"You, Eunice? You? Well! But that's nonsense. You couldn't have. You're too small. A little girl who has to have a footstool!"

I didn't hear all that was said now; I only knew the blessed release from the sense of sin. I didn't do it. Miss Meadows said so. It was puzzling, but so were many things.

"Perhaps you would like to think this matter over. I will come back later."

Miss Meadows' defeated back was in the doorway when suddenly a hoarse voice blurted: "Well, then, I did it!"

The principal turned sharply, and said in her regular tone, "William Hooks, you may come to the office at recess."

•

Time rolled up again to the present, and an adult Willie Hooks was saying to me: "Say, I never got over the way you confessed to something you never did. As far as that goes, I didn't do it, either."

"You didn't! Then why——"

"I don't know. I guess it was because she was so sure I did it. And I thought if the babies were going to confess, I'd better put a stop to that. You know who really did do it, don't you? It was Old Andrew! She was just getting out her strap for me, when in walks the old boy, and says: 'Break bowl.' He hadn't caught what all the fuss in the room was about—lavatory was too hard a word for him. But he'd been up to the office to tell before school, and Miss Meadows wasn't there; now he was coming up again to do his confessing. That made three of us."

"You see, he'd been staying after school to study and he got locked in. He noticed that window over the lavatory, and he climbed up—he didn't know about plumbing—and the whole works crashed. He had the dickens of a time mopping up and trying to find the shut-off. I wondered if she'd lick him, but she took it out in making him pay for it. Funny thing, but when old Andrew heard how I'd confessed, he got it into his head that I was trying to protect him, and I couldn't make him see it right. After that we got to be real good friends. He'd give me stamps, and take me fishing for bull-heads under the bridge, and sometimes he'd want me to go to his little house on the flats and his mother would give us fancy cakes and some kind of wine in little red glasses. He said he'd stay in school the eight grades, if I would, and so we graduated together. I didn't hate it so much after the little kids kind of grew up to me and I didn't feel like such a giant. Anyway, I learned enough arithmetic to figure my income tax—when I got along that far. I've built up a fair garage business.

"How did I get started? Andrew got Joy, the janitor, to give me a try in his machine shop. He'd got tired of tinkering with those radiators and set up a place of his own. We got along swell. When he died I ran the shop for a while; then I bought me a new garage on Highway No. 12. Say, in a garage that way, you see everybody that's going somewhere, sooner or later. Couple of years back I even saw Miss Meadows. She seemed real glad to see me, and by jiminy, if I wasn't glad to see the old lady, too. I guess us kids needn't have been so scared of her.

"Say, I've always wondered. Was it you sent me that pretty valentine?"

"How did you know?" I felt my middle-aged cheeks warming ridiculously.

"I could tell you felt awful sorry for me. That valentine—old Andrew chumming with me—that lavatory—a lucky break for me, all right."

"Is Andrew still living?" I asked hastily.

"He sure is! His boy and my girl have just got married. Andrew's got a big shop of his own."

"Garage?" I asked.

"Why, no—Andrew's a darn good plumber."

Glimpses of European Schools

Belgium and France

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

THIS morning I drove through the edge of the "Great Woods" to the "Hermitage," or the Decroly School. The original school building was once a house, of brick construction, located in a wooded section on the fringe of the great National Park, which is one of the largest and most beautiful that I have seen in Europe. The school was founded by Dr. Decroly, a professor in the University, twenty-five years ago. Its progressive character has profoundly influenced education, not only in Belgium, but in all Europe; and without doubt its work has had a favorable effect upon education in America.

As the school grew and its merits became recognized, it has received partial support from the Belgian Government. Additional buildings have been erected, so that it now accommodates about 200 children, ranging in age from five to seventeen or eighteen. The organization includes a kindergarten and the elementary grades, the junior high school and the senior high school; and, unlike the public schools of the city, it is co-educational.

In the kindergarten there is an entire absence of Froebel material or of any of the more recent "large material" with which both Europe and America are familiar. The children are trained to supply all of their own personal needs. "Kindergarten maids" are unknown.

Reading is taught by the sentence method. Later sentences are analyzed into words, and words into their phonetic elements, and, last of all, the names of the letters are learned. Here, too, as throughout the course, work in color is very prominent.

In all of the elementary grades, although there is abundant evidence of a plan—a real course of study—there is great individual freedom and there may be wide differences in the attainment of the children of the same ages, although they are grouped in grades, as in American traditional schools.

All work begins with the child's local environment and his own personal experiences and his education extends outward to "the universe," to quote an expression that is frequently used in the school. Great attention is given to "home geography," with suitable observations of climatic conditions, as well as of land and water forms, soil, productions, and the like, which afford a basis for comparisons with other lands and peoples. The laboratory method in the social studies and the sciences is employed, with no books used as texts. The children are thus trained in research, often in books which seem far beyond their ability to comprehend, but they seem to have the ability to discover and appropriate what they need.

I find I have omitted to mention the large number and variety of birds, animals and fishes which receive the care of the children. A flock of hens live largely upon the "garbage" from the school lunch-room, and the eggs are a contribution toward the lunches which are served three times a week.

The management of the school is entirely out of sympathy with the Montessori Method, which, they think, does not lead to independence of thought and action.

The progressive methods of the school have won their way to such an extent that the influence is now being felt in the training of teachers in the Ecole Normale. This school is used for purposes of observation by the normal school, but no practice teaching is allowed here. This school is entirely for girls. The city supports similar schools for girls and another for boys.

This school is as progressive in its methods as the Ministry of Education will allow, at least in certain classes, the ideas of the normal school being in close conformity to those of the Decroly School, which is also used as a school of observation but not of practice.

In the training school, parallel classes are carried on in the elementary grades to exemplify both the methods of the traditional and the progressive school. I was told that, in the normal school itself, they are as progressive as possible, but that they are seriously handicapped by formal examinations which all students must pass before they can secure their government certificates.

In the progressive classes, there was a large degree of freedom, but everywhere there was evidence of reasonably definite plans and objectives, as in the Decroly School. Where traditional methods were employed, it was quite apparent that they had been modified by the ideals of the new education. The director of training told me that, in her judgment, the greatest benefit that had come from the influence of the Decroly and other progressive schools was the modification of traditional methods.

Here, both in the city and the State normal schools, there has been a considerable overproduction of trained teachers. In consequence of this, the number of

students in the State school has been reduced from a maximum of seven hundred to a fixed quota of one hundred students.

As far as I have been able to discover, this is the only professional school in Europe that has been influenced in any considerable way by the progressive ideals. It is a conspicuous example of what can be accomplished by an able and consequently respected educational leader; and it is quite as great a monument to Dr. Decroly as the school that continues to bear his name.

At the "Ecole Normale Charles Buls," which is a school for men, I found an unusual organization, but the work of this school was, in other respects, so typical and my guidance was so intelligent, that I found it profitable to spend the entire time at my disposal there.

The theory of the organization is that a professional atmosphere is created in the school which is an important factor in the determination of a vocational aim. Of course "the dice are loaded" in favor of the profession of teaching, the proportion of students enrolled in the normal classes being abundant evidence of this fact.

My guide and interpreter, Professor I. Seyffers, is head of the department of education and director of observation and practice. His knowledge of progressive education, particularly in the United States, is remarkable. It is his belief that the progressive school should have very definite objectives, but that there should be a large degree of freedom. In practice, in the elementary school of which he has charge, there is much less freedom than in the Decroly, but it shows a great departure from the traditional methods of Europe which, in official circles, "die hard."

•

PARIS

Today, I have spent several profitable hours at L'Ecole Normale Superieure, which is the graduate school of education affiliated with the Sorbonne.

Students in this school must have received their bachelors' degrees in order to be admitted to the entrance examinations. It is a school of arts and sciences, with professional training, including observation and practice to a very limited extent in the senior year of the four-year course. No degrees are given, but the doctor's degree may be earned in two or three additional years. This is conferred by the Sorbonne. Of course the work is distinctly academic. It is a marked academic honor to be a graduate of this school which has sent out many of the leading men in France, most of whom have taught for a limited period. The lecture rooms are decorated with the portraits of many of these men and with memorial tablets, much as at Oxford. Pasteur was a professor here, and I was shown his laboratory, which is more like a refined "study" than a typical laboratory. Over the marble mantel is a large portrait representing him at work. This is the work of a French artist, and it was made from a photograph, after his death.

Three hundred students, only, are admitted to the examinations for admission to the department of arts, of whom but twenty are admitted. Two hundred seventy-five are examined for admission to the school of science, and twenty-eight may be received. This means that there are but one hundred eighty students enrolled in the institution at the present time. Theoretically, it is open only to men, but a few picked women are among the students.

It is supported entirely by the government. Besides free tuition, students receive small subsidies. Many also have free lodging and board in the refectory. There are no real dormitories, but there is a limited number of somewhat undesirable rooms on the upper floor of one of the buildings. Study rooms are provided, usually for four students. They are free to choose their own companions, who need not be classmates or enrolled in the same department of the school. In fact, the theory is that there is a distinct advantage in establishing close social relations among students carrying very diverse programs of work. All students are absolutely free to work in their own way and at their own individual rate of progress. There is complete freedom in the use of the general and departmental libraries without the usual restrictions in the matter of charging. Departmental libraries are conspicuous. Although most of the students read English, there are very few professional books of recent date (within twenty-five years) relating to American education; and apparently there are no more German professional books. Indeed, I was unable to see many recent French publications relating to education.

My general impression was that the highly selective process of admission naturally leads to a high degree of advanced scholarship and to the assumption that a scholar can teach his subject quite regardless of direct professional training. Of course attention is given to advanced study in the field of psychology and philosophy.

With letters from Dr. Krans of the American University Union, I went to the Bureau of Progressive Education, which is under the direction of Madame J. Hauser. This is similar to the New Education Fellowship in London, of which Beatrice Ensor is the director.

I was provided with literature concerning progressive education in France and a list of progressive schools both in Paris and elsewhere in France, but I was informed that many of them were not now in operation, since their activities were so largely based upon the "garden," and the winter season was unfavorable to

(Continued on Page 261)

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

International Relations

QUESTION —We plan to do some international relations work in our high school. Will you kindly tell us if there is much of this nature being done in high schools and suggest some ways we can begin?

Answer—We are glad you have in mind to do some work in international relations in your high school. You will find it most beneficial and interesting. More than one hundred high schools are now doing work systematically in International Relations or preparing to do so. It may not be long until there will be such a program in all modern schools, high schools, colleges and teachers' colleges. While we could refer you to many we merely mention Los Angeles. The World Federation of Education Associations is helping a number of superintendents and principals to work out plans. We would suggest as an interesting project that some class investigate the daily papers. Let them check the items which refer to some other country. They will find that about 40 per cent. of the items deal with international subjects; the conference at Montevideo, the Cuban situation, Hitler of Germany, the Arms Conference, the Japanese in Manchuria, and so on. We are preparing a generation to live in a new world. The young people must know something of the elements and theory of international law, international trade, international banking, comparative government, the foreign policies of our own and other governments, how the nations help each other to live. You can begin in a simple way: (1) Organize an international relations club, have work done in home rooms, and give occasional assembly programs. Have speakers who represent the best of culture and service from various countries. (2) Establish a two-unit course in connection with civics, geography or history. This is an important question and requires more space than we have here to answer properly.

•

A Student Asks Help

QUESTION — Will you please answer a question for me? I am just a student, but I chanced to see the Journal in the library, and was interested in your questions and answers. I expect to teach if I can find a job when I am ready. Just now I am chairman of a committee on Student Welfare (a new committee in this school). I am now trying to learn what we are to do, and want your help.

Answer—Surely I think you are entitled to help in undertaking a new school project, and I am glad to offer some suggestions, but I want you and your committee to weigh the projects suggested and make them your own, and do them in your own way.

No doubt you will want to hold a committee meeting with the principal of the school or the faculty advisor and talk over the matter of what you can do. List all the things suggested, and select the projects you feel you can do best and those that are most needed. You no doubt will want to appoint subcommittees on the several projects undertaken. You may want a committee on:—

(1) Student Relief.
(2) New Students.
(3) Hospital Service.

The federal government reports 5,500,000 children and youth on the relief rolls of the United States. No doubt your school has its quota. You will undertake through your proper subcommittee to find who they are and how many needy you have and if they are being looked after by the authorities with food and clothing. You may help in many cases by calling for the donation of clothing which some of the students have placed on the "retired list." This clothing may be repaired and put in serviceable condition. Your committee on hospitalization can visit the sick, take them their assignments, flowers, fruits, books, etc. (not lavish but a remembrance). Your committee on new students should help them to orient themselves in school, help them in their difficulties and get them acquainted. You should keep your committee work properly recorded. You will have regular meeting and special meetings as needed.

•

Out-of-Date Geographies

QUESTION — The geographies which our school provides were published originally in 1912, and carry maps and text written before the World War. I have no time to prepare text material, and even if I had I should not be able to furnish the proper maps. What should I do to take care of this?

Answer—If I had your problem I should present it to my superintendent and ask him to put that question, exactly as you have put it, to any man on the Board of Education who is engaged in business. Psychologists tell us that the main advantage one gets from study is the information which is gained by that study. For a group of children to study from geographies published before the World War with maps which were issued before countries such as Czechoslovakia were ever known is absurd. There can be but one answer, and that is—books up to date.

THREE LEADERS
in modern elementary education

BOOKS *that have made the most distinctive contributions of modern times to the teaching of three important subjects.*

Gates — Huber — Ayer

THE WORK-PLAY BOOKS

which embody

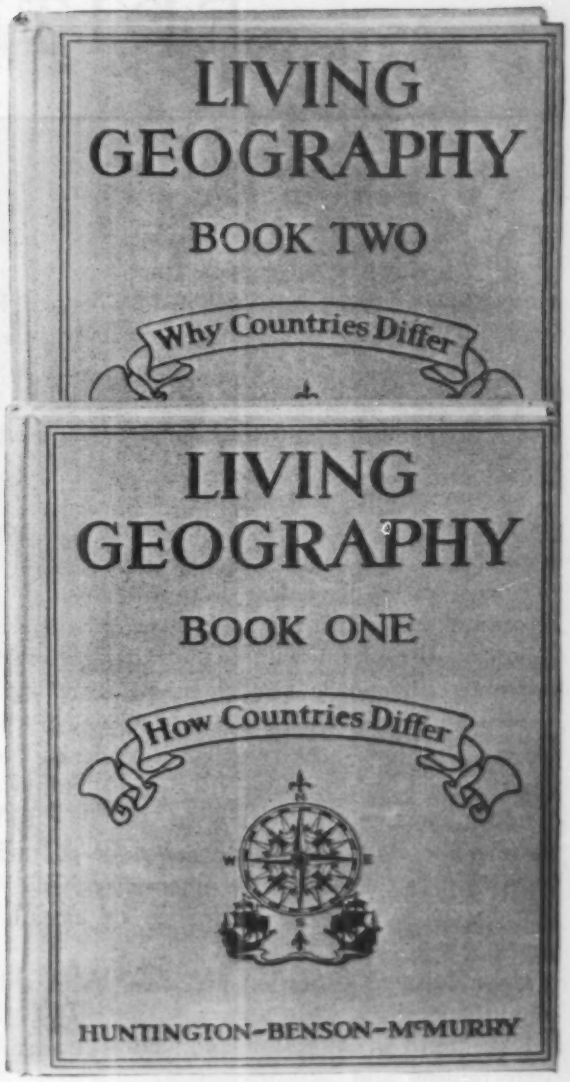
The Gates Program of Reading

For the most important subject in the elementary curriculum you want the best available. Schools in thousands of cities, towns, counties, are using the Gates Program of Reading, acknowledged the best method today. No method has ever before so completely swept the country. Dr. Gates, the foremost authority on reading in America today, has embodied his system in the WORK-PLAY BOOKS, a series of Readers, Preparatory Books, and Manuals for all grades, from the first through the eighth.

MACMILLAN The branch office New York

Huntington — Benson — McMurry

LIVING GEOGRAPHY



You will want to know more about the new series, LIVING GEOGRAPHY, termed "The climax to a century of American effort in the publishing of text-books in elementary geography." To get the first-hand information for these books, the authors spent three years travelling all over the world. The series offers a simple, vital conception of the subject of school geography, having for its central theme, the human use of the earth. The two-book edition is pictured; there are available also a regular four-book edition and a special four-book edition. One of them meets the requirements of your course. Let us explain more fully.

Patch and Howe

NATURE AND SCIENCE READERS

Use them as basal texts in elementary nature study and general science—for their content is scientifically accurate without being difficult. Use them as supplementary readers—the story-backgrounds make them interesting to children. The vocabularies have been graded as well as the content, and all of the books have been prepared with the same care as that which goes into the making of basal readers. Even first-graders can now read their own science lessons! The books shown here are for the first four grades; those for grades five and six will be ready shortly.

you will send further information upon request
Chicago Dallas Atlanta San Francisco

EDITORIALS

Faith in Education

DISILLUSIONING experiences of the past few years have led Americans to doubt many things. They have doubted banks and business. They have doubted the capitalist system. They have doubted the Constitution of the United States. They have doubted prohibition, and have cast it overboard. And they have doubted education.

As for education, a general revival of faith in its efficiency is greatly needed. Any such revival must begin with educators.

Citizens who have lost faith in education will recover it only when they see educators themselves following the gleam with unswerving loyalty, and achieving undeniable results in the teaching and inspiring of boys and girls.

Let educators seek first the rendering of a great service in the light of a great faith—and financial support will follow as the day follows night. The faith of educators will be contagious. The citizens will surpass themselves, as they already do in some communities, to sustain the instruction of their children.

Have faith in education and your faith will be caught by others.

Have faith in education and you will surmount petty failures and discouragements.

Have faith in education, and you can make almost any technique of teaching produce good results.

Have faith in education, and you will inspire boys and girls with belief in themselves and the determination to cultivate their own highest capabilities.

Have faith in education and you will not be cynical or sneer at your associates whose joy is the wakening of young minds.

Have faith in education and the pathway will be clearer, the burden lighter, and the goal more glorious.

Have faith in education.

• • •

Extra-Mural Education

THE sooner the public gets over the notion that its sole responsibility for the education of its youth is met with the maintenance of an adequate system of schools, the better it will be for society.

As has often been pointed out, the schools have charge of the boys and girls for about five hours a day, on fewer than half the days of the year. Parents, companions, movies, newspapers, radios, clubs, churches, dance halls and casual influences of the most miscellaneous descriptions are doing the educational job, for good or ill, during five-sixths of the time that a child or youth is growing up.

Some communities have so far perceived this fact as to make some definite and conscious efforts at instilling a sense of educational responsibility into those individuals and institutions that exert so strong a power over juvenile tastes, standards, and habits. Existence of an "Educational Council" in any town or neighborhood is a sign that some thought is being given along these lines. Schoolmen themselves can render lasting service through calling together the leaders in important civic groups and the heads of the press, the theatre and other agencies of popular information or entertainment, and persuading them to join with the schools in creating the best possible environment for young citizens.

• • •

Freedom and Fraternity

POLICE of a certain town received a telephone call at three o'clock in the morning, one day recently, from a householder who said that some one was pounding at the front door and refused to explain himself or to go away.

Police arrived at the house in time to pick up a young man who seemed bewildered, but said he had been left blindfolded in front of that house. He claimed to be a student in a technical institution located in a nearby city.

It was an initiation stunt.

The young man might have been shot.

As it was, he spent the night in jail, and possibly acquired a police record.

Citizens who had a right to their night's rest were aroused and frightened. Results might have been serious had there been illness in the house.

Fraternity initiations have their value, no doubt. And it may be difficult for the brothers to retain that value and at the same time keep within proper bounds.

But college authorities could at least lay down the law to the extent of demanding that students undergoing initiation—or hazing—be not subjected to deadly risks, and that the ordinary rights of people in no way interested or concerned in undergraduate affairs be fully respected.

Fraternities do not want tragedies on their hands. Neither do they really wish to discredit the colleges for which they profess the deepest loyalty.

Eminent Educators

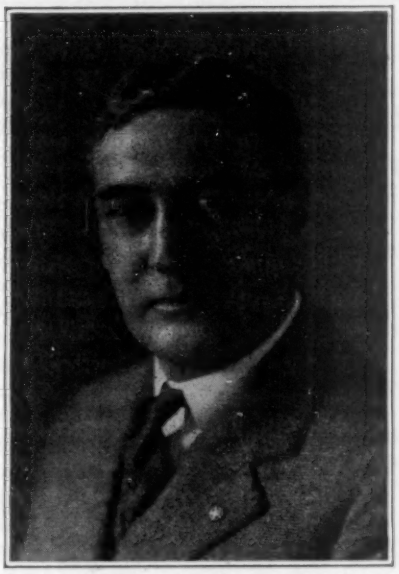
DAVID B. KRAYBILL puts his ideals for a more effective education to work through New River (W. Va.) State College, of which he is dean. He deplores the fact that the clamor for a return to the three R's has counteracted much of the advance so far made toward the better education. The adequate training of teachers he holds to be one of the chief keys to the future success of America's schools.

•

J. TULL RICHARDSON (whose article, "Mental Ills Need Diagnosis," appeared in our issue of April 16) is a teacher in Bolton High School at Alexandria, Louisiana. He holds two degrees from University of Texas, and is keenly interested in social problems. He is making a comparative study of crime in rural and urban districts of the South. He is both teacher and thinker, with a flair for creative writing. Several papers on professional subjects have been contributed by him to educational magazines of the South Central States.

•

FRANK ROWE deserves a place among those who have achieved the unusual. He has served as superintendent of the Warren (Maine) Union since the Union was organized in 1917. He has declined many opportunities to go into larger communities. His schools are outstanding in many particulars, but Mr. Rowe has emphasized reading and English as basic in their bearing upon other lines. His work often takes him to the island of Matinicus, in the Penobscot Bay, no pleasant trip in rough waters in a small boat. Mr. Rowe knows the people he serves, and has their confidence and the affection of their children. In his social work he is ably seconded by Mrs. Rowe.



EDWIN C. BROOME

EDWIN C. BROOME measures up to his big responsibility as head of Philadelphia's public schools. He has occupied this position with growing distinction for the past nine years. A New Englander by birth and training, he began his teaching career at Pawtucket, Rhode Island, continued it in Connecticut and New Jersey; and was superintendent at East Orange when Philadelphia called him. Dr. Broome is one of the creative men in education. Purposeful administration is his forte. He has brought civic organizations and the citizens generally to the support of his schools by his evident ability and devotion to the task of leadership. He is interested in the relations between colleges and the public high schools—but concerned more than all with the making of good and happy citizens. Dr. Broome is a graduate of Brown, with a Ph.D. from Columbia and several honorary degrees. Incidentally, he has had a legal training, marked by an LL.B. from St. Lawrence. His bulletin of the Philadelphia schools is one of the best of its kind published. His fellow superintendents elected him president of the Department of Superintendence, N. E. A., in 1931. The older this Broome gets the cleaner it sweeps.

•

CARROLL D. CHAMPLIN is a Michigander who has done much of his professional work in the Keystone State. He is a professor of education at Pennsylvania State College, where he has been for eight years. Prior to that he was on the faculty of California State Teachers College for five years. He holds three degrees from Haverford College. A broad horizon is his, through travel and study in geography. He is a Fellow of the American Geographic Society. He hopes to visit the four corners of the earth sooner or later. Were you to drop in upon him some Sunday, you would find him teaching a Bible class of 125 men. He is linked for life to the National Education Association and his state association. His surplus energies flow over into lecturing and writing.

Winshipisms

"An optimist does not say or think that anything or everything is all right. He merely says that things are better than they used to be, and not so good as they will be.

A pessimist says that things are worse than they used to be, but not so bad as they are going to be."

•

"A good mind in an ill body is a thousand times preferable to an ill mind in a good body."

•

"The keenest critic of him who can is he who can't."

•

"It is a thousand times better to wear a smile that won't come off than a frown that won't come off."

BOOK TABLE

Thirty-three Frenchmen

LA FRANCE VIVANTE. By Ernest R. Dodge, Horace Mann School for Boys; M. J. Mendel, Presidente de l'Ecole Maternelle Francais, New York, and A. Caro-Delvaille. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

One might travel in France or reside there many months without gaining the insight into French ideas and ideals that may be obtained from "La France Vivante." For here are gathered into a single book typical statements, articles, or opinions of thirty-three contemporary Frenchmen, recognized leaders of intellectual and modern France—more persons of importance than even the most fortunate visitor could hope to be introduced to and to talk with.

Each author is first shown in portrait, then described in brief biographical sketch, in English; then represented by a quotation of two or three pages in French.

Needful explanatory material is supplied in footnotes. A vocabulary is provided in the back of the book. There is also a questionnaire designed to test the student's comprehension of what he has read.

This excellent reader is adapted for use in intermediate high school and college classes in French.

The range of writers here brought together includes well-known scientists, artists, industrialists, sportsmen, educators, authors, philosophers and statesmen. To study this book is to know France and the French people better, as well as to acquire development in their language.

Choice of College

WHICH COLLEGE? By Rita S. Halle, Second Revised Edition. Cloth, 367 pages. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

With tens of thousands of young people asking the question, "Shall I go to college?" and, if so, "Where?" there is evident need for a manual giving reliable facts about the different institutions available and the salient features of each.

This book first appeared six years ago. It now comes out in a third edition, revised to accord with the latest data from the college offices.

The book starts with sensible discussions of the basic questions as to the desirability of college training and as to what types of young persons will be likely to benefit from attending college. Then follow some practical hints on financing a college education for those whose parents cannot easily hand them the necessary money.

The main body of the work is occupied with readable word pictures of the different colleges, conveying in brief form the facts about entrance requirements, costs for tuition and living, and various points which are distinctive and should help the student make his choice.

Principals, guidance directors, parents, and young people themselves will find this a convenient means of narrowing the selection to a few institutions about which further information will be wanted and may be had either from catalogues or through correspondence.

As a saver of time and bewilderment, "Which College?" commends itself to all who face the problem stated in its title.

Algebra for Tyros

FIRST YEAR ALGEBRA. By Herbert Hawkes, Professor of Mathematics, Columbia University; William A. Luby, Head, Department of Mathematics, University of Kansas; Frank C. Touton, Professor of Education, University of California. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn & Company.

Making a good textbook better by revising it in the light of new experience, the authors have produced a work of truly important character. Increased emphasis has been laid upon a gradual, orderly development of manipulative skills and the mastery of principles. Some of the changes noted by the reviewer are: fuller recognition of the formula as a device which the student of algebra should be able to utilize effectively in the solution of many problems in everyday life; early introduction of graphs as a means of picturing mathematical relationships; and the abundance of verbal problems so arranged as to provide for consistent growth in the power to read accurately, to translate into algebraic symbols and to extract answers.

All through the book there is evident a purpose to create and hold interest, and to impart a thorough understanding of the subject as a whole. The summaries and reviews are helpful in this dovetailing and cementing process.

Pertinent historical material appears at various points, in distinctively typed panels. Here again the student is led to see algebra as one of mankind's useful discoveries, a science which has unfolded slowly through the centuries.

Decidedly modern in its handling of this traditional study is this first-year text which should give many a boy or girl a means of acquiring sharpened wits and mathematical mastery.

Open pages and large type add to the attractiveness and exemplify the general regard for the learner which is manifest throughout.

A Stirring Economics

OUR ECONOMIC SOCIETY AND ITS PROBLEMS. By Howard C. Hill and Rexford G. Tugwell. New York, Chicago: Harcourt, Brace & Company.

Traditional methods of presenting economics have been cast aside by the authors of this book, intended as a text for the last year of high school. Economics is not regarded by the authors as a set of abstract principles formulated in an ancient mould, but as a subject of liveliest importance in its application to a changing society.

Professor Tugwell's espousal of economic planning is, of course, well-known to the public through his membership in the Roosevelt "brain trust," where his particular area of service lies in the Department of Agriculture.

The main problem which confronts the student of this text is that of improving the levels of living for the mass of Americans, a majority of whom are still in want of the comforts of life and especially the comfort of assured employment and economic security in general. The book proceeds with definiteness toward its goal of interesting the student in the betterment of economic and social conditions through conscious planning. The doctrine of "laissez faire" is assailed at every point.

The Russian experiment in a planned social order is described clearly and subjected to some criticism. In a concluding chapter several recent proposals for a planned economy in the United States are discussed. None of these is advanced as a final answer to the question. In fact, open-mindedness is maintained by the authors and is impressed upon the students. The willingness to experiment with a view to economic betterment for the country as a whole is the lesson which is successfully emphasized.

A class familiar with this volume would be fitted to grasp and weigh the fundamental concerns of modern citizenship as only a very small minority of Americans are able to do today.

....*News* OF THE SCHOOL WORLD

Briggs Is Dead

Ex-Dean of Harvard Touched Many Lives

On April 24th, while visiting his daughter in Milwaukee, LeBaron Russell Briggs was taken suddenly ill and passed away. He was seventy-eight.

The beloved Dean of Harvard College, who stepped over to the presidency of Radcliffe later, made a deep impression not only upon the lives of individual students but upon education in general.

His courteous and kindly attitude toward erring undergraduates carved a new pattern for college deans. His ideals of English composition set new standards of instruction in hundreds of American colleges. As President of Radcliffe, he put that institution upon a more solid foundation and overcame the popular notion that it was only a place for Harvard professors to earn pin money. Through his participation in athletic councils, he fought professionalism and accomplished much for cleaner sportsmanship in college contests.

Dean Briggs had faith in human nature and a power to inspire those whose lives he touched. His old felt hat and his green bag were as characteristic as his engaging smile.

Dean Briggs retired from his academic and administrative duties almost a decade ago. He had done a great and enduring work. Several books from his hand exhibit his fine craftsmanship as an author and his wise and friendly spirit.

Tutorial System

Classless Method to Be Used at Olivet College

OLIVET, Mich.—There'll be no cutting of classes at Olivet College next year—because there'll be no classes to cut. Class attendance, hours, credits, and other compulsory features of college education will be abolished under a program announced by John Brewer, thirty-five-year-old president of the college. Instead, the students will use the mornings for study, afternoons for athletics, and evenings for organized debates, discussions, and social affairs. Professors will be tutors. The new system, avers President Brewer, puts the business of obtaining an education strictly up to the student.

Pennsylvania Is Celebrating Century of Common Schools

More than two million pupils in the 12,000 public schools of the State of Pennsylvania are observing, this spring, the one hundredth anniversary of the signing of the Free School Law in that state.

The official start of the centennial observance came early in April, when Governor Gifford Pinchot, by proclamation, set aside what was known as "Pennsylvania Education Week."

All celebrations centred on commemoration of the signing of the Common Schools Law on April 1, 1834, by Governor George Wolf.

The State Department of Public Instruction had a two-day series of programs given in the Forum of the Education Building at Harrisburg.

Programs sponsored by the Department of Public Instruction during Pennsylvania Education Week were attended by approximately 4,500 people. Four sessions were held during which programs were presented for the purpose of showing conditions and incidents leading up to the establishment of free public schools. Events presented as a tribute to traditional customs of years gone by included an old-fashioned spelling bee and singing school.

Pageants showed the contrast of instructional methods of one hundred years ago compared with those of modern schools. The signing and defence of the Free School Act was presented in two episodes by students of the Shippensburg State Teachers College. The players showed the difficulties incurred by founders of the public schools. Dramatization of the signing of the act in the office of Governor Wolf showed the great interest of the Chief Executive of that day in the need for free schools. In the second episode the players presented a scene one year later through reproduction of the session of the Legislature in which defeat of the act of 1834 was averted largely through the efforts of Thaddeus Stevens.

The centennial celebration in the public schools continues through the spring months and in many schools a definite objective will be attained by making the anniversary the theme for commencement and promotional exercises in June. Communities are planning demonstrations and pageants.

State-wide observance of the centennial will close with the annual Education Congress in Harrisburg on October 10 and 11. This occasion will be featured by a citizens conference on education to which schoolmen and friends of education throughout the state are to be invited.

College Head 30

TALLADEGA, Ala. — Dr. Buell Gordon Gallagher, thirty, believed to be the youngest college president in the nation, has become head of Talladega College, liberal arts school for Negroes, founded sixty-seven years ago. In his inaugural address Dr. Gallagher advocated a "prophetic education which will equip its students for the herculean task of reconstructing society" for all liberal arts colleges. He was inducted into office before a gathering of representatives from fifty colleges and universities.

Needless Alarm

BOSTON. — Charges that many American educational institutions are "hotbeds of treasonable propaganda" and that radical or red doctrines are being taught the students were characterized as unfounded by Dr. Daniel L. Marsh, president of Boston University, speaking at a forum meeting of the Women's Republican Club of Massachusetts. Toleration of progressive change as well as the ability to think accurately so as not to "mistake license for liberty, or to confuse the clamor of mob psychology with public opinion," should be taught the undergraduate, Dr. Marsh said.

"Bird in the Hand"

LYNDHURST, N. J.—O. K. Jones, of Rutherford, is a good man for the commercial department of Lyndhurst High School, members of the Board of Education believe. He made the board a proposition that he would work for $150 cash instead of $220 a month in tax anticipation warrants, with which other teachers are paid. The board accepted.

Less Wild Oats

Dean Declares Youth Sobered by Depression

SAN FRANCISCO.—Craven Laycock, Dartmouth College dean, believes young men in the United States have been sobered by the depression from post-war wildness, he said here. He arrived from Los Angeles on a Pacific Coast tour. "The Doctrine of Integrity" has been accepted by present-day college students, he said. Though they are more sophisticated than their fathers, "they are franker and cleaner—no more shuddering in the darkness." "Of course," he added, "the decade following the war was rather wild. But the cycle is about completed. The depression has sobered the young fellows." Dean Laycock will retire next fall after thirty-eight years on the Dartmouth faculty.

Children's Games

Survey Shows Baseball Is Most Popular

ATLANTIC CITY, N. J. — Young boys and girls prefer the same games, it is revealed in a report prepared by Dr. Norma Schwendener, of Teachers College, Columbia University, which was made before the research sectional meeting at the Eastern district convention of the American Physical Education Association. A list of preferred games derived from a tabulation of this survey of 10,000 fourth grade pupils throughout the country includes only seven: baseball, black Tom, dodge ball, hide and seek, jumping rope, rubberman, and soccer. The data further showed that climate and season have only the slightest effect upon the game preference.

Married Teachers

Proposal to Oust Them Fails to Pass

EVERETT, Mass.—A proposal that seven married Everett school teachers whose husbands are gainfully employed be dismissed was rejected by the Everett school committee recently, after a stormy open meeting in the high school at which 800 spectators alternately cheered and jeered during the arguments. The motion for dismissal of the seven, introduced by Committeeman Charles E. Hill, was rejected by a 4 to 4 tie vote in the closed session following debate.

Teachers' Pay-Riot

MADRID.—Two hundred and fifty teachers created a minor riot at the Ministry of Education recently when they were unable to see the minister, Salvador de Madariaga, personally, to demand pay for special adult instruction, owing since November. An underofficial told the instructors De Madariaga was occupied. They then proceeded to break windows and wreck furniture. Assault Guards ejected them from the ministry, arresting several.

Sign Away Heads

PHILADELPHIA. — Five hundred Temple University students have pledged to cut off their heads. A petition was circulated on the campus to learn how many undergraduates read what they sign. The five hundred didn't. At the bottom of a request for an extra holiday was: "We are resolved to spend the day in merrymaking and leisure, at which time each one will decapitate himself with extreme joy."

Coax or Command?

NEW HAVEN, Conn. — A child usually obeys its father more readily than its mother, Dr. Everett S. Rademacher of Yale said in a recent lecture. There are two reasons for this, Dr. Rademacher explained: The mother often tries to induce the child to do something by asking "Don't you want to?" or "Won't you?" while the father gives a command, leaving the child no alternative. Then, the child usually is with the mother more and learns how to take advantage of her.

Mae West's Speech

Authority Praises Its Lack of Affectation

NEW YORK.—Mae West's "Good Old Brooklyn" speech has found a champion in the person of Professor William Cabell Greet, of Barnard College, and editor of the American Journal of Speech. "Americans can't talk like the English and they shouldn't try," he said. "The American speech through all or any of its dialects is not at all harsh or ugly. There is no need at all for Bostonians or New Orleansians to attempt the British accent. Mae West is doing far better by speaking the language of her locality than those actors who sound so affectedly British, and her speech is adequate and effective."

School Age Stands

BOSTON. — The Massachusetts legislative committee on education recently reported "reference to the next annual session" on all legislation before it to raise the compulsory age limit for school attendance for minors from fourteen to sixteen years of age. The State Federation of Labor was petitioner in one of the bills.

News at Dinner

ANDOVER, Mass.—World news is served up with dinner every evening now at Abbot Academy, the girls' academy at Andover. But the method is not the usual one of tuning in on a favorite radio station. The students take turns at giving their own resumes based on their selection of the most significant events of the day. The young speakers rarely use notes while on their feet.

The custom fits into the policy of making the girls citizens of the world, while living on the tranquil, century-old campus. This is a policy of relating happenings of importance to their academic subjects and to the life outside the classroom.

The "dinner current events" talks have proved valuable in a number of ways, according to Miss Bertha Bailey, the principal. The students pay close attention, generally, not only because of an interest in the news but because those in certain classes each year know that they will be expected to speak several times, as part of their training, and are observant of the methods of others.

The preparation of these news reports is proving valuable for the practice it affords in scanning newspapers intelligently, in learning to read quickly and receptively, and in making the most efficient use of the time allotted for study.

Pupils to Be Tested as Precaution Against Crime

CHICAGO.—Psychological examinations of all children in the Chicago public schools have been ordered by William J. Bogan, superintendent.

Mr. Bogan announced that nine psychiatrists would confer with him and Dr. Daniel P. MacMillan, director of the Bureau of Child Study and Guidance in the public schools, with a view to evolving systems for examining the pupils and for treating special cases.

Dr. MacMillan asserted that there are at least 100 serious mental cases in the public schools, as well as 5,000 dull or subnormal pupils. Many of the mental cases have already been examined. He said that the whole school enrollment must be examined periodically in the interests of the safety of the pupils and to forestall serious crimes in mental cases.

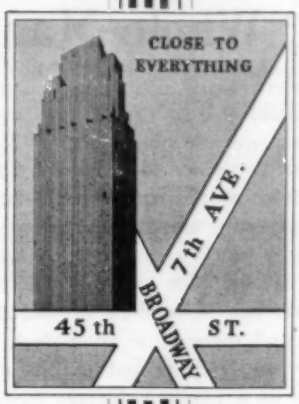
Urging the co-operation of parents in the program, Dr. MacMillan said that the hope of handling mental cases lies in discovering them at an early age and treating them properly so that the schools should not be contributing to delinquencies.

Prussia's "Co-Eds"

BERLIN. — Co-education, long frowned upon by the Nazis, has been virtually abolished in the higher schools of Prussia. According to a decree published recently, girls are barred from the higher schools for boys wherever higher girls' schools are available. This is being done "to provide female youth with an education better suited to its real nature." Wherever this separation of the sexes cannot be carried through without great difficulty, the instruction of girls in higher schools for boys will require special permission from the Ministry of Education. Girls attending existing co-educational institutions are exempt from the provisions of this decree.

PWA Loans to N. Y.

WASHINGTON. — Public Works Administration has made a loan and grant of $2,268,500 to the City of New York for the installation of equipment and furnishings in nineteen elementary and high school buildings. Other new allotments included: New York State: Lloyd Harbor, loan and grant, school, $82,000; Haverstraw, loan and grant, school, $690,000; New Berlin, loan and grant, school, $119,500; Cold Spring, loan and grant, school, $370,000.



Rates from
$2.50
Room with Bath

This short cut location . . .

In New York, the Piccadilly is close to everything . . . on 45th "Street of Hits" . . . just off Times Square, and only five minutes from Grand Central.

●

A new hotel, with 26 stories of attractive, sound-proofed rooms . . . renowned restaurant, with dinner dancing . . . SILVER LINING Cocktail Room Perfect — where the best costs little.

HOTEL
PICCADILLY
WILLIAM MADLUNG, Managing Director
227 WEST 45TH STREET, NEW YORK
Now under Arthur Lee Direction

WE SUPPLY OUT-OF-PRINT and "HARD-TO-GET" BOOKS on all subjects and in any language. We make a thorough search for the books you want through our world-wide system and report to you at lowest prices.

No charge or obligation for the service. Send us your book-want list today.

We also supply back numbers of all magazines, domestic and foreign.

GENEALOGIES, family and town histories a specialty. Family records traced by experts. Individual bookplates designed. WE ALSO BUY BOOKS OF ALL KINDS; single volumes, sets, libraries, magazines, estates. Autographs and manuscripts. Send us your list of items for sale for our offers.**

CURRENT BOOKS OF ALL PUBLISHERS on every subject supplied as soon as published at regular bookstore prices—POSTFREE. Send us your orders. Monthly "new-books" catalogue sent FREE on request.

Correspondence invited on all book matters

American Library Service, Dept. 862
1472 Broadway New York

N. B.—Teachers, Principals, Superintendents. Send for details of our proposition which enables you to make money in your spare time acting as our representative in your locality.

MEASURED BY THEIR SUCCESS

Educators unacquainted with our series of Language and Reading texts will find in them subject content and organization that substantiate our claims for their superiority.

LANGUAGE GOALS by Paul and Miller—

A six-book and a three-book series. These books are now widely used in prominent school systems of the country. Their definiteness aids the teacher; their subject content captivates the pupil.

CHILD-STORY READERS by Freeman, Storm, Johnson, French—

There are few teachers in the elementary schools of the country who are not acquainted with this unusual series of readers. Of the 24 states that make state-wide adoptions, 14 have adopted the CHILD-STORY READERS. Eighteen of the 25 largest cities in the United States use these readers; 2051 cities in the United States with a population of 2500 or more are using the Child-Story Readers.

Request that we mail you a copy of our 1934 catalogue.

Lyons & Carnahan
111 Eighth Avenue, New York, N. Y.

Newly Founded College Seeks Development of "Whole Man"

NEW YORK.—The newly founded Black Mountain College in North Carolina, which is said to be the only college in this country solely under faculty control, endeavors, as its main purpose, to find the scholar, the artist, and the workman in every one of its students, Professor John Rice, a member of the Board of Fellows of the college, explained here recently. "At the present time," he said, "there are two types of students produced from two types of colleges, the 'Renaissance Man', who is considered educated because of the content of his mind, and the 'Modern Man.' We are interested in the latter. We do not ask him what he knows, we ask him what he does with what he knows and what his attitude is toward the things he doesn't know." Stressing the fact that students and faculty work in intimate relationship, Professor Rice said that "all the work that has to be done around the college, and there is a great deal, is done by the students and the faculty members on a purely voluntary basis." Black Mountain College came into existence last fall.

Teacher-Saints

Public Demands Moral Superiority

NEW YORK.—School teachers must be either sissies or hypocrites to adhere to the moral standards prescribed by many school boards, Dr. John Carr Duff, of New York University, declared recently.

"If American teachers are sissies, it is not from choice," he said. "They have become sissified in conformity to the public demand that they act in a way that is too good to be true.

"This is more true in the small towns than in the cities, and in the villages and rural districts they have to live up to a moral standard which would put a strain on a thirty-second degree saint."

Dr. Duff is not so irked because a teacher is required "to be a paragon of virtue while he is in the classroom."

"It is required of him all the time," he said. "In many districts a teacher is not employed until he has given his word of honor that he does not smoke or drink or use strong language or stay out late at night.

"The first time he slips up he is railroaded. Even in large cities there is a tacit understanding that teachers must at least pretend to be morally superior to other people."

Married Students

"Likely to Do Better Work Than Single"

BOSTON. — While many colleges frown on student marriages, Boston University, in several of its schools at least, not only favors them but finds them a boon to scholarship. Two-thirds of the students in its School of Theology are married, and a special course in marriage adjustment is offered them. In the case of twelve couples, husband and wife attend classes together. The College of Business Administration and the Journalism School also have their married learners. "Student marriages seem to work out well," says Dr. David D. Vaughan of the theology faculty, "and it is my belief that scholastic work is aided rather than handicapped by marriage. Married students are likely to do better work than single students, as the former's interest is no longer divided. Their working hours and home hours are the same, and restlessness due to suppressed longing disappears. With marriage comes a new ambition which dominates the life of the student, and the happiness brought about furnishes a good background for successful work."

Mills College

OAKLAND, Cal. — Herbert Hoover has accepted the chairmanship of a national committee formed to extend the influence and usefulness of Mills College, the oldest college for women in the West, President Reinhardt said recently. The committee, which is composed of fifty-eight outstanding men interested in the development of education for women, will be known as the Mills College Council. A number of its members are parents of graduates of that institution. The college dates back to 1852, when it was established to accommodate pioneer families who wished their daughters to have a New England education without having to make a covered-wagon trip across the continent to get it. Among those who will aid Mr. Hoover are: Walter W. Head, Archer M. Huntington, Dr. James T. Shotwell, and F. A. Vanderlip, of New York; Henry I. Harriman and Dr. Charles E. Park, of Boston; Ray Stannard Baker, of Amherst; Newton D. Baker, of Cleveland, and Silas H. Strawn, of Chicago.

CWA Legacy

Concrete Mixer Has to Stay in School

MARINETTE, Wis. — When the epic of the CWA is written, Wisconsin officials hope it will include the tale of the Oconto County concrete mixer. CWA men were building a concrete basement for a school. They had a fine new concrete mixer, and when the rigors of the Wisconsin winter made outdoor work impossible they moved the mixer into the basement and went on with their building. Now the basement is finished. No exit was provided for the concrete mixer, so there it must remain, as the regional CWA engineer says, "for all posterity to gaze at fondly."

Things of Beauty

WICHITA, Kan.—High school students asked to define beauty with concrete examples showed a variety of taste. The definitions included: Schubert's Serenade at dusk. T-bone steak smothered in onions. Family motor car starting on a subzero morning. Western sunset. Kansas in harvest from a plane. Report card with all A's. Brother taking his sister to a show. Christening of a baby. Ice crystals on a tree. Cemetery on Decoration Day.

F. H. A. All Aboard for Europe
51 Days, All British Tour..... $305
51 Days, Belg. and France added 320
51 Days, Passion Play & Switz. " 450
51 Days, Italy & All Above 490
On Britannic from New York June 30
Friendship Holiday Association
229 LONSMOUNT DRIVE, TORONTO, CAN.

EFFICIENCY and ECONOMY
for the teacher

THE BASIC FACTORS in good learning and good teaching are provided in Palmer Method handwriting textbooks and Palmer Method handwriting service. *Interest* for the pupil through proper motivation; *application* induced through a logical arrangement of work and simple instructions; *efficiency* for the teacher in the multitude of Palmer Method services and the completeness of Palmer Method teacher-helps; *economy* in the low price and sturdy construction of Palmer Method textbooks.

A separate book for every grade is available in the new Palmer Method eight-book series. Very low in cost, this series will make it possible for you to equip classes not now provided with a text at a very small outlay. Send to our nearest office for samples and full information; also for a copy of our complete fall price list.

The A. N. Palmer Company
55 Fifth Ave., New York
2128 Calumet Ave., Chicago
Palmer Bldg., Cedar Rapids, Ia.
Terminal Sales Bldg.
Portland, Ore.

THE NEW DAY ARITHMETICS

DURELL-GILLET

New texts made to fit the new curriculum, instead of recently published books made according to the old pattern. Ample drill material, three levels of ability, complete testing and remedial program, provision for maintenance of skills.

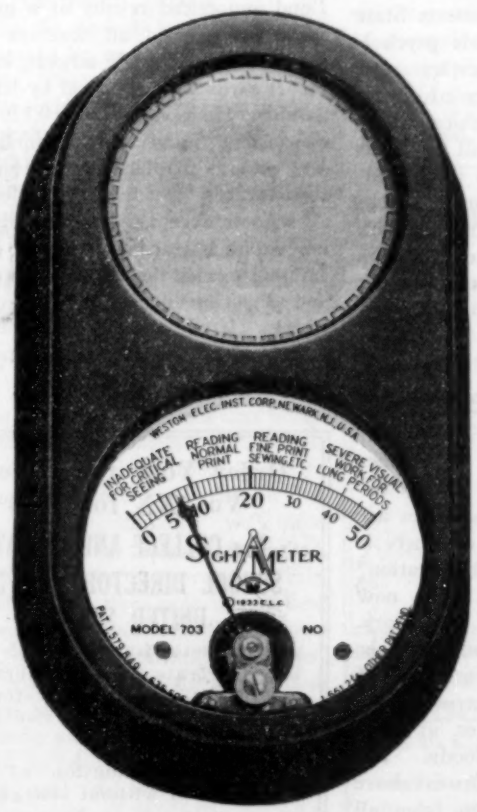
THE NEW DAY JUNIOR MATHEMATICS

DURELL-FOBERG-NEWCOMB-BLAIR

This series demands attention because of its adaptation to the aims and ideals of the junior high school and its recognition of the interests and needs of students of that school age.

Charles E. Merrill Company

381 Fourth Avenue, New York


WESTON ELEC. INST. CORP. NEWARK, N.J. U.S.A.
INADEQUATE FOR CRITICAL SEEING
READING NORMAL PRINT
READING FINE PRINT SEWING ETC
SEVERE VISUAL WORK FOR LONG PERIODS
0 5 10 20 30 40 50
SIGHT METER
MODEL 703
NO

Full-Size Illustration of the SIGHT METER

Be Fair to Pupils' Eyes!

Use a SIGHT METER

to measure intensity of light in each section of the schoolroom.

This compact little instrument should take its place with the THERMOMETER in every school.

Weighs only 8 ounces. Costs but little. Built for a lifetime of helpful service.

INDISPENSABLE for SIGHT-SAVING CLASSES.

Shows right amount of light for different visual tasks. Prevents waste of artificial light.

Write for circular.

Sight Light Corporation

Chrysler Building, New York City

Federal Funds

School Aid Calls for Special Grant

WASHINGTON.—The use of relief funds for school aid was opposed before the House education committee recently by Harry L. Hopkins, C. W. A. administrator. "Relief to schools," Hopkins declared, "should be a direct appropriation on the merits of need. We need all of the $950,000,000 allowed us for the specific purposes for which it was appropriated." He said teachers on relief rolls draw between $2,000,000 and $3,000,000 a month, and that by July 1, $25,000,000, including student loans, will have been spent in aiding education.

Films Aid Drawing

BOSTON.—Motion pictures as an aid to descriptive drawing were shown by Professor G. Harris Meserve to his class of 203 Northeastern University engineering school freshmen in the Huntington Building auditorium. The four reels of film consisted of animated drawings of descriptive geometry, and were furnished through the courtesy of Professor J. Marshall Miller, head of the department of engineering drawing at Rice Institute, Houston, Texas. Professor Eliot F. Tozer, head of the Northeastern drawing department, lectured on the films in a brief introduction.

Summer Session

July 5 to August 15

UNIVERSITY OF

VERMONT

Burlington - on - Lake - Champlain

Courses affording superior opportunities for self-improvement, for teachers desiring certification credit, graduate students and undergraduates. City conveniences and unsurpassed recreational advantages. Lake Champlain, Green Mountain and Adirondack excursions, trips to Montreal and Quebec, under University direction. Enrollment limited to 1,000. Write for Illustrated Catalog.

BENNETT C. DOUGLASS
Director
Burlington, Vermont

Eye Witnesses "Saw" Much That Was Purely Imaginary

CLEVELAND, O.—The saying that supposed eye-witnesses seldom can tell actually what happened at a crime scene was demonstrated here in a classroom test conducted by Professor Dionysius Donovan, psychology instructor at Bryant school. Donovan arranged with M. D. Whiteson, music instructor, to take part in the demonstration. The test was conducted before an adult class of sixty students without previous warning. Whiteson entered, waving a letter, and accused Donovan of having made derogatory remarks about him. Whiteson then produced a blackjack and threatened to attack the professor. Two of the students thought the attack was real and rushed up to subdue Whiteson. The incident was then explained to the students and they were asked to testify as to what they had witnessed. Here's what they testified: More than 60 per cent said Whiteson had a revolver, instead of a blackjack. Some said it was blue steel, others said it was shiny and nickel-plated. More than half the class was wrong in its description of how Whiteson was dressed and as to the color of his hair, height and weight.

Summer Classes

AMHERST, Mass. — Announcement was made recently at the opening session of the sixth annual conference of principals and supervisors of Massachusetts elementary schools, of a statewide program of forty-four summer classes for teachers in service. These professional improvement courses have been scheduled by the university extension division of the state department of education, and ten cities and towns will be the centres. They are Boston, Amherst, Brockton, Fitchburg, Lawrence, Lowell, New Bedford, North Adams, Salem, and Worcester. At Amherst six courses are to be held starting July 6 at the Massachusetts State College. The courses include psychology of guidance, principles and methods of teaching, history of education, mental hygiene and ethics. Three state teachers' colleges will be class centres. Seventeen courses are scheduled in a residence program at Fitchburg, four at North Adams, and six at Worcester. All of these courses carry two semester hours of credit toward the degree of bachelor of science in education.

Adult Adjustment

DENVER, Colo. — The Windsor Adult Rehabilitation School here, under the direction of the CWA, has an enrollment of 800 men. The courses are mainly of a practical nature. There is also a course in "social rehabilitation" to which is credited the peace now reigning in the 300-bed dormitory. Until it was started, arguments over the state of the Union often developed into near riots; now the instructor acts as umpire, and controversies, at times vehement, are seldom bloody. The average age of the students is above forty-five. They are drawn from all walks of life and all, including the instructors, are on either relief or the CWA payroll. Of 350 students in a similar course at another school last year, 100 never returned to the relief rolls.

Markless System

Lund's Experiment is Liked by Parents

NEWTON, Mass. — The "markless marking system" recently put into effect in the Newton public schools has met with approval of about 93 1-2 per cent of the parents, who expressed opinions on the subject, while the remaining 6 1-2 per cent proved to be opposed to it, according to a school department survey. Superintendent of Schools John Lund announced results of a questionnaire he sent to all teachers in the junior high and grade schools, in which report cards were replaced by letters to parents. He revealed that 9,126 letters concerning progress of pupils were sent parents in place of the traditional report cards, which were abolished in all schools except the senior high. The innovation has aroused interest in educational circles throughout the country and Superintendent Lund has received queries from school departments in scores of cities and towns concerning the plan.

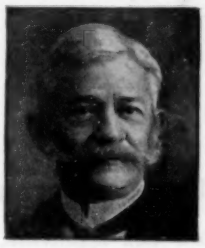
Order Your Copy Now!
Vol. XX for 1934

The COLLEGE AND PRIVATE SCHOOL DIRECTORY OF THE UNITED STATES

A Complete Handbook of Colleges, Private Schools, Libraries, etc. Invaluable as a Reference Work. Sent Prepaid For $5.00.

Accurate Information of All Schools without charge

Educational Aid Society
168 N. Michigan Ave., Chicago, Ill.



Established 1869

HOLDEN BOOK COVERS

Safeguard Pupils from the many Health Hazards carried over from year to year by the use of the same Textbooks and Save Money for the Taxpayers by making the School Books last fully twice as long

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President — Springfield, Massachusetts

School Strikes

Bill Filed for Probe of What's Behind Them

BOSTON.—As a result of the recent disturbances in the high schools of Dorchester, Everett, and Milton, and of the activities of the so-called United Students League, Representative Philip G. Bowker, of Brookline, filed with the clerk of the Massachusetts House of Representatives an order calling for an investigation by the State commissioner of education with a view to learning whether the recent "strikes" and uprisings by the students have been caused or instigated by so-called communistic activities. The order goes a step beyond the original idea of the investigation with a recommendation that the commissioner delve into the possibility of communistic activities in colleges and universities of the State.

Owen Young's Idea

MONTCLAIR, N. J. — Owen D. Young, chairman of the board of the General Electric Company, told members of the Montclair Parent-Teachers Association the Government was building "useless post offices" with public funds which could be used to better advantage in the construction of schools. "Why couldn't we build schools with these funds?" he asked. "Schools would be no more of a drain on public funds than post offices, and they would be turned over to the community by the Government." He added that it might be well to install post offices in schools, built with Government funds, and to effect an additional economy by using school busses for carrying and delivering mail. He thought so well of this plan, he said, that he has written to Secretary of the Interior Ickes suggesting it be carried out.

School Provides Medical Care For Its Physically Handicapped

JERSEY CITY, N. J.—Vocational training for crippled children is carried on at the A. Harry Moore School in Jersey City in addition to the elementary school program.

The majority of children, about 200 in all, are suffering from the effects of infantile paralysis, and have lost the use of one limb. The teachers in the school have discovered that these children seem to have a certain amount of manual dexterity and a close coordination of hand and eye seldom found in the normal child.

Provision for treatment of the children in the school is made during the regular school hours. The children are excused from classes at intervals during the day and treated in the offices of the medical suite in the building. Various machines such as diathermy and static machines, and apparatus for applying varying degrees of heat to the crippled limbs, are found in the different sections of this suite.

Specially built desks and seats have been placed in each classroom. The desks are large and far apart and swivel armchairs for each desk make it possible for the children to slide easily into their seats.

Rigorous College

HALLE, Germany. — Luxurious divans and soft double mattresses will henceforth be forbidden for students at Halle University. Only the poorest Halle families will be permitted to rent rooms to students, city and university officials decreed jointly recently. This plan, which will make a simple and scholarly life more fact than fancy, is expected to be followed in other university centres as an aid to deserving families.

GAY COTTAGE

FOR REST AND RECREATION

A comfortable summer home located on the spacious grounds of the Ring Sanatorium. Large sunny rooms, excellent cuisine, occupational and diversional facilities. Clinical and treatment services available if desired. Rates reasonable. For information write to:—

Secretary,
163 Hillside Avenue, Arlington Heights, Mass.

Teachers, We Place You. Write For Information.

ROCKY MOUNTAIN TEACHERS' AGENCY

410 U. S. NATL. BANK BLDG. WILLIAM RUFFER, Ph. D., Mgr. DENVER, COLO.

Largest Teachers' Agency in the West. Our Field—Entire U. S.

Photo copies made from original, 25 for $1.50. Copyrighted booklet, "How to Apply and Secure Promotion, with Laws of Certification of Western States, etc., etc." free to members, 50c to non-members. Every teacher needs it. Write today for enrollment card and information.

Established 1906

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.
Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Colombian Advance

APOPAYAN, Colombia. — For the first time college doors have been thrown open to Colombian women, who from now on may pursue courses leading to professional degrees in dentistry, social hygiene, pharmacy, and nursing at the ancient University of Cauca here.

The new rector of the university, Dr. Jeremiah Cardenas, who arrived recently from the United States, where he lived for many years and studied American educational methods, has started a series of lectures for young women designed to acquaint them with college practices before the professional courses begin in October.

Colombian women, who have no political rights under the Constitution, had been barred from the universities by social tradition and lack of accommodations. Of late years, however, there has been a strong movement of public opinion toward the higher education of women, and the initiative of the University of Cauca is likely to be followed by other educational institutions.

Other new developments when the academic year begins next October will be the establishment of university extension courses designed to foster adult education; cultural missions that will travel the countryside, free traveling libraries and lectures in rural districts, dealing chiefly with agricultural subjects.

Webster College

CONCORD, N. H. — One of the most unusual experiments in this experimental era was launched here recently with the announcement that a day college will be established in June to be known as Webster College, named in honor of a famous native son, Daniel Webster, orator and statesman. The idea grew from the success of the federal supported adult centre which during the past winter months sent 9 per cent of the city's population back to their school books.

Charles W. Walker, assistant superintendent of schools, detailed the plan. An elaborate catalogue is being distributed, it was explained, the nucleus of a faculty composed of young unemployed college graduates has been gathered, a preparatory period of organization will cover ten weeks, and one of the public school buildings here will be used until formal opening June 21.

"Webster College," according to the prospectus, "is founded to meet a recognized need for providing an institution where young men and women can obtain college work and live at home; the influences of home and the natural restraints of such an environment are thus not severed at an age during which most young people are in the habit-forming period."

THE NATIONAL LITTLE THEATRE GUILD

ANNOUNCES THE OPENING ON JULY 1, 1934

.. of ..

The Lake Shore Summer Playhouse and Theatre Workshop

Designed exclusively for teachers who wish to produce school and community plays with professional finish, to enrich their dramatic technique, and to broaden their background in the allied arts of the theatre.

NO TUITION will be charged. A recent bequest enables the Guild to offer an eight weeks' course during this summer. Only twenty teachers will be accepted for training at the Colony.

COURSES: History of the Drama, Criticism, Playwriting, Dramatic Bibliography, Current Books on the Theatre, Technique of the One-Act Play, Make-up, Stage Design, etc.

Members of the Colony will have the opportunity to appear personally in seven major productions and to direct a series of plays in the studio theatre.

A comprehensive lecture course covering the entire scope of the Junior and Senior High School play will be given by a **staff of twenty instructors, prominent in the theatre.**

RECREATION: Three hundred acres with horseback riding, swimming, golf, tennis, boating, dancing, etc., provided for students and faculty, correlating physical fitness with educational advancement.

LOCATION: In the rolling hills of Massachusetts, seven miles from historic Concord and Lexington, and twenty-six miles from Boston. The theatre, workshops, clubhouse are on the shores of beautiful Lake Nabnassett. The theatre and clubhouse cost $50,000 and seats 700.

BOARD AND ROOM may be had on the Colony grounds for $8.00-$10.00-$12.00 per week, or in the quiet New England village, breathing an atmosphere of dignity and fine old traditions.

For Catalogue address the Secretary
National Little Theatre Guild Summer Playhouse
WESTFORD, MASSACHUSETTS

Glimpses of European Schools

(Continued from Page 246)

such an extent that many of these schools had been suspended until spring.

I was also told that the degree of freedom allowed in progressive schools was based entirely upon the temperament of the teacher. The range of freedom extends from absolute lack of direction and control to well defined aims and rather closely controlled activities.

As in the New Education Fellowship in London, the attitude of the Bureau is reasonably conservative. Indeed, I have thus far found in Europe a more reasonable attitude toward the place of the teacher and the curriculum in progressive education than among the most enthusiastic advocates of the new education in America. On the other hand, education in Europe in general is distinctly traditional, to such an extent that, by comparison, the most formal type of teaching in America is progressive in the sense of the recognition of the individual child.

Nowhere have I met with a more cordial reception than at "L'Ecole Normale d'Instituteurs de la Seine." The director is no longer young, but is very active. Evidently he is a complete master of his profession. In several instances he took charge of a class in the training school in a difficult situation, when a student teacher was giving a lesson, and he was very skillful in the technique of teaching.

The normal school is for men only, and the training schools in the same building, two in number, have together fifteen classes of boys in the elementary grades from the first year up. There is no kindergarten. The children are dressed in black uniforms, and there is almost the same military air that one sees in Italy, but the school work is decidedly superior.

All of the graduates are placed immediately, the supply and demand being carefully balanced. Naturally the city of Paris absorbs most of them, but some go outside.

There are corresponding normal schools for young women; and there are also normal schools for the preparation of teachers for what may be called the "middle schools," and for secondary schools; but the training is, of course, not comparable to that given by the Ecole Normale Superieure.